Kora the dog, and the kangaroo tail

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SPELD SA
Phonic Book Series

Practice page

Practise the sounds

s, a, t, i, p, n

c, k, ck, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo (book), oo (room)

Practise blending sounds

cool, cook, tail, waits, lies, cries, sniffs, smell, bleeding, sitting, cooking, kangaroo

Practise high frequency words

are, they, the, to, she, of, ball, her, fast

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

roasted – cooked slowly in an oven or over coals

coals – hot embers in a fire

cool – to wait until something is slightly colder

fails – doesn't succeed in doing something

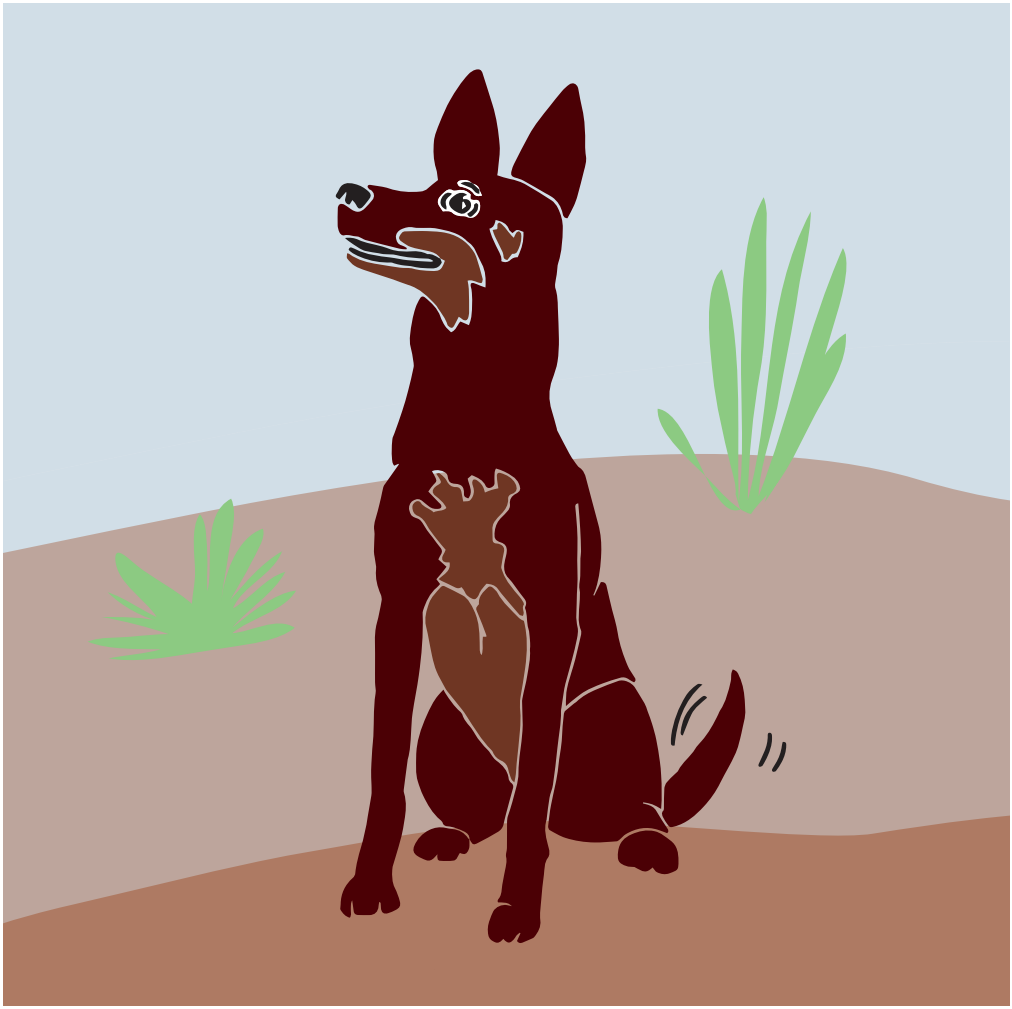
a spot – a place

scrub – bush land

picks at – pulls little bits off (to eat)

Mum is cooking kangaroo tails.
Kangaroo tails are best if they
are roasted in hot coals.

Anna is kicking a big ball.



A dog is sitting on the sand. It is Kora. Kora is Mum's dog. Kora can smell the kangaroo tails. Kora sits and sniffs.

Mum gets a kangaroo tail from the coals and sets it on sticks to cool. The dog lies and waits.

Anna trips on a rock and cries. Her hand is bleeding. Mum runs to Anna. She looks at Anna's hand.

As Mum picks Anna up, Kora grabs the cool kangaroo tail and runs off.

Mum tries to get hold of Kora but fails. Kora runs too fast.

Kora runs to a spot in the scrub. She lies on the sand and picks at the kangaroo tail.

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. Have you eaten kangaroo tail? Did you like it?
2. Tell me what the story was about.
3. Describe a time when you ate a meal outside. What did you cook? How did you cook it? What did you eat the food with?
4. What is the dog's name? What is the little girl's name?
5. How do you think Mum felt when the dog ran off with the kangaroo tail? Why?
6. Do you think the dog ate all of the kangaroo tail? Why?

Fluency chart

dog	set	Mum	hot
wait	tail	coal	cool
pick	grab	fail	from
cries	best	sand	sets
smell	bleed	stick	sniff
roast	grabs	trips	
kangaroo			

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

Set 1	**s, a, t, p, i, n**
Set 2	**c, k, ck, e, h, r, m, d**
Set 3	**g, o, u, l, f, b**
Set 4	**ai, j, oa, ie, ee, or**
Set 5	**z, w, ng, v, oo** (book), **oo** (room)
Set 6	**y, x, sh, ch, th** (think), **th** (that)
Set 7	**qu, ou, oi, ue, er, ar**
Set 8	**y** (sunny), **a** (apron), **a-e** (cake), **e** (female), **e-e** (eve), **i** (silent), **i-e** (kite), **o** (open), **o-e** (home), **u** (student), **u-e** (tune)
Set 9	**ay** (play), **ey** (they), **oy** (toy), **y** (mystery), **ea** (dream), **ie** (chief), **y** (dry), **igh** (night)
Set 10	**oe** (toe), **ow** (rainbow), **ow** (now), **ir** (bird), **ur** (turn), **ew** (few), **au** (launch), **aw** (paw), **al** (talk)

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